



Centre for Teaching
and Learning Services

Annual Report

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Executive Summary

This annual report describes the main accomplishments of the CTLS for the period June 1, 2007, to May 31, 2008, together with goals for the coming academic year.

Following consultation with members of the CTLS Advisory Committee, a name change is proposed for the CTLS from the Centre for Teaching and Learning Services to the Centre for Innovation and Teaching Excellence (CITE).

The CTLS budget allocation (Appendix 1) will require an additional \$30,000 next year to fund the new position of Program Coordinator/Instructional Developer. Once the course evaluation system is fully online funding for course evaluation will be re-allocated to this position.

A proposal for new space has been submitted and recommended to the University's Capital Campaign for 2008-2009 (Appendix 2).

A one-day orientation to teaching was offered for new faculty in A&S (22 participants) and the JMSB (9 participants). There were not enough new hires in ENCS and FA to make a one-day event feasible. This is unfortunate and other strategies are being explored for 2008.

A series of teaching enhancement workshops was offered for both full-time and part-time professors on topics relevant for teaching at Concordia (Appendix 3). Total participation in these workshops was 163. In collaboration with the School of Graduate Studies, the CTLS co-facilitated a workshop on graduate supervision (12 participants). The CTLS also hosted three special guest speakers: Dr. Eric Mazur, Professor of Physics and Applied Physics at Harvard University (120 participants); Dr. David Selby, Professor and Director of the Centre for Sustainable Futures at the University of Plymouth in the UK (15 participants); and Dr. David DiBattista, Professor of Psychology and 3M National Teaching Fellow, Brock University (40 participants).

Consultations were held with individual faculty seeking help in raising their student ratings and in preparing their teaching dossiers (34 participants). Departmental consultations and workshops were also held on specific issues, e.g., grade inflation (ApHS), dealing with disruptive students (Simone de Beauvoir Institute), and presentation skills (BCEE).

Professional development certificates were given to 350 graduate students for attending a one-day orientation for new teaching assistants, and 63 graduate students for attending a 35-hour Seminar in University Teaching designed to prepare Ph.D. students for an academic teaching career.

A new CTLS website is being designed in collaboration with the University's Web Communications Group. Existing content has been evaluated and a new site map created. It is expected that a new website will be constructed over the next six to twelve months based on University templates. Another key function of the CTLS Instructional Developer is to help ensure that faculty are supported, both pedagogically and technically, in the research and development of both Blended Learning and e-Learning solutions and content creation. Strategic partnerships are being developed with departments, e-Concordia and the IT units in each Faculty to target foundation level courses. As a first step the CTLS plans to hold a 1-day *Teaching with Technology Fair* in collaboration with Academic Technology group in Arts and Science.

In the Winter 2008 term, the on-line course evaluation system was implemented for all CUFA faculty members in A&S, FA, JMSB, ENCS and the School of Extended Learning. The overall online response rate for all CUFA courses was 56.33%. Because of issues related to the collective agreement, CUPFA course evaluations remain paper-based. A questionnaire for evaluating online courses has been submitted to the Vice-Provost, Academic Programs.

The Director of CTLS participated in the selection of teaching awards in A&S, ENCS and JMSB as well as the new President's Teaching Excellence Award.

The CTLS has also engaged in three collaborative projects. A pilot study of clicker technology was held in the 2008 Winter term. The purpose of this study is to evaluate systematically the impact of clickers on student perceptions of learning. Preliminary results are very positive. The CTLS Instructional Developer has been involved in documenting on video the re-design of a new interdisciplinary math course, Math 212, *The Fascinating World of Numbers*, that aims to advance the understanding of math for non-math students. Following the sustainability seminars held by Dr. David Selby in February, the CTLS Teaching Consultant has been involved in preliminary discussions on how Concordia can become a leader in sustainability. The Concordia Service-Learning Proposal (Appendix 4) will be revised in order to seek outside funding to implement and study sustainability pedagogy

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Centre for Teaching and Learning Services (CTLS)

Annual Report – 2007-2008

Introduction

This annual report describes the main accomplishments of the CTLS for the period June 1, 2007, to May 31, 2008. The report is organized in nine sections: The CTLS Office; New Faculty Orientation; Workshops and Events; Consultation Services; Technology Services; Support for Graduate Students; Course Evaluation; Teaching Awards; and Collaborative Projects. Each section describes the main activities of the Centre, accomplishments for 2007-2008, and goals for the coming academic year.

1 The CTLS Office

1.1 CTLS mandate and vision

The CTLS mandate is to support teaching excellence at Concordia with the goal of enhancing the quality of student learning. Under the direction of the Vice-Provost, Academic Programs, we are currently engaged in the creation of a new vision for the the Centre, its output and services. Concordia's mission to become a destination university for students and faculty, and community-minded locally and globally, forms a core part of our overarching strategy. To communicate our new mandate and vision, a name change is proposed for the CTLS from the Centre for Teaching and Learning Services to the Centre for Innovation and Teaching Excellence (CITE). It is recommended that the name change coincide with other exciting new changes that demonstrate a commitment to teaching excellence at Concordia.

1.2 Leadership and staff

Olivia Rovinescu is the Director of CTLS. The CTLS Advisory Committee provides academic leadership. In 2007-08, committee members included: Drs. Linda Dyer (Management), Chris Trueman (Electrical and Computer Engineering), Walcir Cardoso (TESL), Paul Allen (Theology), Monica Mulrennan (the School of Graduate Studies), Kate Bligh (CUPFA), Linda Szabad-Smyth (Art Education), and Fred Szabo (Mathematics and Statistics). The CTLS also relies on a highly productive team of professional and administrative staff: Janette Barrington (Teaching Consultant), John Bentley (Program Coordinator/Instructional Developer), Linda Church (Course Evaluation Coordinator), and Zeeta Maharaj (temporary Office Manager). The Office Manager position will be filled on a permanent basis when restructuring plans are finalized.

1.3 Budget allocation

As detailed in Appendix 1, the CTLS budget allocation is \$371,969. We will require an additional \$30,000 next year to cover the cost of the new position of Program Coordinator/Instructional Developer. The Centre was authorized to hire John Bentley in September 2007 but was not given the funds to fully cover his salary. Once the course evaluation system is fully online the budget allocation for course evaluation will be re-allocated to fund this permanent position.

1.4 New space proposal

A proposal for new space has been submitted and recommended for the University's Capital Campaign for 2008-2009 (see Appendix 2). The main premise behind this proposal is that when faculty are valued through a new space design then they will value what takes place in that space and the resources available there. It would be the only space on campus where faculty from the full range of academic disciplines could routinely interact and engage with others in the pursuit of innovation and excellence in teaching and learning. A meeting has been held with the Advancement office. They recommend that architectural plans and a budget be prepared before the proposal is put forth and its priority determined. We have been in contact with Martine Lehoux who will arrange for architectural plans to be drawn-up.

Goals for 2008-2009:

- Seek approval for CTLS name change and meet with Marketing and Communications to launch a re-branding strategy.
- Hire a full-time Office Manager on a permanent basis.
- Request \$30,000 additional funds to cover budget overspend.
- Follow-up on the new space proposal with architect and Advancement Office.

Provost's working group

2 New Faculty Orientation

In collaboration with the Faculties, the CTLS offers an orientation to teaching at Concordia for new faculty. In August 2007, a one-day orientation was offered for new faculty in A&S as part of a three-day orientation event (22 participants). A similar one-day orientation was offered for new faculty in the JMSB (9 participants). There were not enough new hires in ENCS and FA to make a one-day event feasible.

In August 2008, the same one-day event will be repeated for A&S. A Teaching Club has been initiated in ENCS to promote leadership in teaching. The winner of the Dean's award for Teaching Excellence will play an important role in leading this Club

and organizing events. A half-day event is planned for the Fall of 2008 with teaching award winners sharing their different approaches to teaching. All ENCS faculty will be invited and new faculty will be provided with additional information relevant to teaching and learning at Concordia. A similar design will be explored in the JMSB and FA should the number of new faculty be small.

In April each year, the CTLS arranges a social lunch for new faculty to foster collegial exchanges and to provide an opportunity for them to discuss their first year experiences with the Provost and Vice-President, Academic, and Vice-Provost, Academic Programs. A total of 30 new faculty participated this year; about half the number invited. In order to reach out to new faculty who could not make this lunch we will hold another one mid-year. The main challenges in teaching expressed by participants at this year's lunch were: dealing with belligerent, insubordinate, challenging or absent students; the low response rate for online course evaluation; poor facilities and technology support; plagiarism; and having no sense of community. These issues will be taken into account when planning next year's program of activities.

In previous years, the CTLS has collaborated with CUPFA to offer a teaching orientation for new part-time instructors. It was not possible this year because they were heavily engaged in negotiations and unable to commit to other efforts. An orientation for part-time instructors will be offered in 2008.

Goals for 2008-2009:

- Meet with Deans or their delegates to plan New Faculty Orientations for 2008.
- In collaboration with the ENCS Teaching Club, arrange a half-day teaching event in late October 2008.
- Organize end of year lunch for new faculty and one other social event mid-year.
- Contact all new faculty to find out how they are progressing and ensure that they are aware of the services offered through the CTLS.
- ☒ Propose new initiatives for promoting teaching, e.g., Brown Bag Conversations with the Provost; a Meet the Teacher series featuring award winning teachers; and New Faculty Program to structure a reflective approach to developing a teaching dossier.
- In collaboration with CUPFA, offer an orientation for new part-time instructors.

Provost's
working
group

3 Workshops and Events

3.1 2007-2008 workshop series

A series of teaching enhancement workshops is offered each year for both full-time and part-time professors on topics relevant for teaching at Concordia. The series for 2007-2008 is listed in Appendix 3. It was designed to extend the Spirit of Inquiry Conference by offering workshops by presenters from Concordia (Rosemary Reilly, ApHS; Virginia Nixon, Liberal Arts College; Alexandre Enerkli, Sociology & Anthropology; Calvin Kalman, Physics; and Meral Büyükkurt (Decision Science). Total participation in these workshops was 163. Strategies to increase awareness of the full array of pedagogically relevant services available to professors and departments at the CTLS include advertising workshops by e-mail using a digital flier service, poster campaigns for distribution and display across all university departments, individualized letters to department Chairs, and advertising through Concordia's internal and web communications group.

3.2 Course Design Workshop (CDW)

The CTLS flagship workshop is the 5-day Course Design Workshop (CDW). It provides an in-depth opportunity for professors to learn basic principles for developing course syllabi, engaging students in critical discussions, and assessing student learning. Participants also have the opportunity to practice and receive feedback on their teaching. The CDW was held April 28 to May 2, 2008 (10 participants). Two alumni co-facilitated with CTLS staff. Representatives from Sustainable Concordia, the Libraries, and Counselling and Development also contributed as guest speakers. Ninety-six professors have taken the CDW since 2004 and so we are planning to bring this alumni group together for a social event and advanced course design workshop.

The CDW was first implemented at Concordia as part of an SSHRC collaborative grant with McGill and Simon Fraser University. In May this year, Janette Barrington, the Coordinator of the CDW, will continue the tradition of collaboration by assisting colleagues at the University of Saskatchewan to implement the CDW. The fee charged for her services will contribute towards extending the CDW at Concordia.

3.3 Special events

In collaboration with the School of Graduate Studies, the CTLS also co-facilitated a workshop on graduate supervision (12 participants). Further ways to assist in the retention of graduate students are being explored.

In collaboration with the Centre for the Study of Learning and Performance, the CTLS sponsored a special guest speaker, Dr. Eric Mazur, Professor of Physics and Applied

Physics at Harvard University, to present on the “Confessions of a Converted Lecturer” and “How the Mind Tricks Us” (120 participants).

In collaboration with Sustainable Concordia, the CTLS sponsored Dr. David Selby, Professor and Director of the Centre for Sustainable Futures at the University of Plymouth in the UK, to give two “train the trainers” sessions on integrating sustainability at Concordia held on February 12 and 13, 2008. The goal of these sessions was to help us embed the principles of sustainability into the 5-day course design workshop (15 participants).

We also invited Brock University Professor of Psychology and 3M National Teaching Fellow, Dr. David DiBattista, to give a workshop on “Making Multiple Questions Work for You” (40 participants). Given the high turn out of faculty at these special events, as well as the success of the Spirit of Inquiry Conference last year, the Centre is now planning a one-day event for May 2009 with invited guest speakers. The focus of this event has been discussed with the CTLS Advisory Committee.

Goals for 2008-2009:

- Offer a series of workshops in 2008-2009 targeting specific needs articulated by the CTLS Advisory Committee, new faculty, and participants in our workshops:
 - Critical thinking; Giving and receiving feedback; stress management; clicker technology / questioning skills; sustainability pedagogy; group work; technology showcase; library specific topics; case method; appreciative pedagogy; generation “me”; presentation skills; first day of class; teaching first year courses; teaching dossier; Moodle and beyond.
- Offer the 5-day Course Design Workshop (CDW) in December 2008 and June 2009, and hold an alumni event.
- Collect evidence and artefacts to determine the effectiveness of the CDW.
- Create a series of Advanced Course Design Workshops that focus on sustainability learning outcomes; collaborative efforts with other professors to meet interdisciplinary learning outcomes; and supporting links between teaching and disciplinary-based research.
- Host a university-wide teaching day on “Creating a Culture of Learning: Building Curiosity and Reconnecting with Community.”

→
2-day
Sustainability

Provost's
working
group

4 Consultation Services

4.1 Individual consultations

Individual consultations often involve more than one meeting and typically support faculty in their pursuit of higher student ratings, preparation of their teaching dossiers, and optimizing the use of Moodle and PowerPoint. In 2007-2008, the CTLS met with 34 faculty members. Four of these consultations involved a new experimental intervention using video-based classroom observations that were provided to professors on DVD as part of a teaching enhancement initiative. Eight professors also took advantage of the CTLS online mid-course feedback survey followed by discussion of results.

4.2 Departmental consultations

Departmental consultations involve both meeting with the department chair and conducting workshops with faculty members. Specific issues addressed this year included: grade inflation (ApHS), dealing with disruptive students (Simone de Beauvoir Institute), and presentation skills (BCE).

Goals for 2008-2009:

- Provide information about CTLS consultation services to Chairs.
- Improve mechanism for referrals of faculty experiencing difficulties.

5 Support for graduate students

5.1 TA Orientation

Each year, in collaboration with the School of Graduate Studies, the CTLS organizes a one-day orientation for new teaching assistants (TAs) informing them of their rights and responsibilities, the University's Code of Conduct, and health and safety training. It is also the Centre's opportunity to introduce TA's to some basic principles of instruction through a series of workshops. In August 2007, 350 graduate students received a professional development certificate for attending this one-day event. Participants attended a plenary session and a choice of the following workshops:

- How to Engage and Motivate Students and Dealing with Attendance;
- How to Supervise a Lab;
- Managing Conflict and Responding to Demanding Students;
- Planning an Effective Lesson;
- Presentation Skills;

- Promoting Professionalism;
- Paraphrasing: Learning to Borrow from a Source without Plagiarizing;
- Grading and Responding to Written Work;
- Coping with Stress and Strategies for Avoiding Burnout;
- Health and Safety Evaluation (Rights & Responsibilities; Emergency Evacuation).

5.2 Ph.D. Seminar in University Teaching

The CTLS also offers a Ph.D. Seminar in University Teaching designed to prepare Ph.D. students for an academic teaching career. The seminar consists of the following components: examining practical strategies for teaching at the undergraduate level; articulating a teaching philosophy statement; developing a course outline, including a concept map of the content; planning a mini lesson and receiving feedback on teaching skills. One section of the 10-week seminar was held in the Fall of 2007 (20 participants). Two sections were held in the Winter of 2008, one at Loyola (21 participants) and another on the SGW campus (22 participants). The School of Graduate Studies provided \$3,000 to hire two graduate students to provide TA support for the seminar.

Goals for 2008-2009:

- In order to make TA Orientation more relevant to each discipline, create one orientation specific to ENCS and another one for A&S, with the possibility of creating one for each of the sectors in A&S.
- Procure funds from the School of Graduate Studies to help with the cost of refreshments for TA orientation (\$1,000).
- Offer only two sections of the Ph.D. seminar, one at Loyola in the Fall and one downtown in the Winter term.
- Expand the Moodle site for the Ph.D. seminar to include examples of teaching philosophy statements, concept maps, lesson plans, and course outlines.
- Redesign the seminar to include a research component, i.e., research and best practices in teaching within their own discipline.

6 Technology Services

6.1 Online teaching and learning resources

A dynamic website of online materials and links to other resources is currently available for professors to access at their own convenience by visiting <http://teaching.concordia.ca>. A more progressive 'destination' site for faculty, staff and students will replace this existing one. The new CTLS website is being designed in

collaboration with the University's Web Communications Group. Existing content has been evaluated and a new site map created. It is expected that a new website will be constructed over the next six to twelve months based on University templates. During the same period (and continuously in the future), new content will be developed by the CTLS team to reflect our vision for promoting excellence in teaching using delivery models and strategies borrowed from the world of e-Learning.

We are constantly at work with Faculty on a range of teaching and learning research and development initiatives but have no way of publicising the work in a way that is accessible to all. Video documentation is an effective solution, which makes it possible for the CTLS to record and disseminate this content in a timely manner for the purpose of sharing best practices and innovations in teaching for faculty development. The ultimate aim is to generate and foster a new and growing target group of teachers at Concordia that share in common the pursuit of teaching excellence. Who's doing successful and innovative teaching and learning? Where it is being done? When, where and how are they making it happen? This new digital media content will also be used to encourage faculty to add media rich content to their course teaching spaces in Moodle and other web-based spaces where applicable.

The CTLS has also been an active member of the Web Communications Forum over the last year and is currently contributing to development of Concordia University's new web style guide as part of a sub-group working committee considering both standards for web terminology, coding to meet web standards, web media production, and copyright issues.

6.2 e-Learning

One of the Centre's key objectives over the coming years is to highlight, profile and celebrate teaching styles, techniques and practices at Concordia that both inspire and stimulate our community. The CTLS' brand new digital production suite will help make this possible. The aim is to create professional quality digital video content and teaching and learning resources for distribution on the web. The production suite will ultimately help ensure a level of self-sufficiency in terms of production and create new opportunities for strategic collaborations with a range of departments and faculty specifically interested in creating visual media for use in their own teaching. High quality video is also called for in order to document and showcase the many collaborative projects ongoing at the CTLS.

A key function of the CTLS Instructional Developer is to help ensure that faculty are supported, both pedagogically and technically, in the research and development of both Blended Learning and e-Learning solutions and content creation. A meeting was held with Patrick Devey to discuss how the CTLS might support a unified strategy for

promoting e-Learning across the University. It was agreed that for now we would help on an as-needed basis from the perspective of in-service professional development. For example, the CTLS Instructional Developer helped Dr. Fred Szabo conceptualise and produce e-Learning software training videos to support the eConcordia Math & Statistics course, Math 204, *Introduction to Linear Algebra*, using Camtasia software's dynamic screen capture feature. The Centre's support for eConcordia course development also includes Math 208, *Finite Mathematics for Business Students*, which will be launched in June 2008.

6.3 Technology showcase

It was stated previously in our two-year plan that we would develop strategic partnerships with departments, e-Concordia and the IT units in each Faculty to target foundation level courses for dual mode delivery and e-Learning. Discussions have taken place with the IT units in A&S, ENCS and JMSB. As a first step the CTLS plans to hold a 1-day *Teaching with Technology Fair* in collaboration with Academic Technology group in Arts and Science.

Tentatively scheduled for Spring 2009, this event will help showcase technology in teaching at Concordia and increase awareness of the possibilities of new technologies for transforming teaching and learning through adoption and infusion. Examples include demonstrations of course embedded learning objects and self-directed or independent learning; going beyond the basics of PowerPoint or Keynote; teaching and learning with Flash, Camtasia, SnagIt, Captivate; using blogs, podcasts, vblogs; Facebook, wikis, Skype, and web-based video conferencing; harnessing the teaching and learning potential of Twitter for free social-networking, instant messaging and "microblogging" that motivates 'Generation Me'. Student response systems such as clickers, Open Source software and freeware such as Open Office and Audacity, designing e-Learning and blended learning; online course design; basic and advanced features of Moodle or other CMS, VLE, and LMS systems being used in higher education.

Goals for 2008-2009

- Construct over the next six to twelve months a new CTLS website based on University templates.
- Continue being an active member of the Web Communications Forum.
- Produce high quality video recording sessions of teaching activities including lectures, workshops, and teaching events.

- Hold a 1-day *Teaching with Technology Fair* in collaboration with the Academic Technology group in Arts and Science.
- Develop e-Learning and Blended learning versions of selected CTLS workshops.
- Produce video-based content (Professor's actual presentations pieces to camera) for eConcordia's new Math 208 course, *Finite Mathematics for Business Students*.
- Work collaboratively with eConcordia to produce interactive course tutorials and study guide screen captures to support students as part of the overall learning journey for Math 208.

7 Course Evaluation

In the Winter 2008 term, the online course evaluation system was implemented for all CUFA faculty members in A&S, FA, JMSB, ENCS and the School of Extended Learning. Because of issues related to the collective agreement, CUPFA course evaluations remain paper-based. The overall response rate in the Winter 2008 term for A&S was 57.23%, FA 56.15%, JMSB 56.31% and ENCS 54.92%. The overall online response rate for all CUFA courses was 56.33%. Upon request, departmental means between online and paper-based evaluations in ENCS were compared for the Fall 2007 term. The evaluations were slightly more negative with the online course evaluations. The range of increase in the mean was between 2% and 15% depending on the question.

Departmental administrators have been prompted to take charge of verifying the courses to be evaluated on the Concordia Portal, the status of the professors (full-time or part-time), and summer course evaluation start and end dates. The process of departments taking responsibility for online course evaluation accuracy is being monitored.

In consultation with the CTLS Advisory Committee, a questionnaire for evaluating online courses has been submitted to the Vice-Provost, Academic Programs.

It is still to be decided whether to reconvene the Course Evaluation Committee to seek harmonization on questionnaires and statistical reports among the Faculties, CUPFA and the School of Extended Learning.

Goals for 2008-2009:

- Request each Faculty to approve the questionnaire for evaluating online courses.
- Re-convene the Course Evaluation Committee to discuss issues that arise in regard to course evaluation.

- Continue to monitor response rates for online course evaluation and provide comparative statistics upon request.
- Draft guidelines for interpreting course evaluation ratings for both individual faculty and Departmental and Faculty Personnel Committees.

8 Teaching Awards

The Director of CTLS contributed in the selection of teaching awards in A&S, ENCS and JMSB as well as the new President's Teaching Excellence Award to recognize sustained excellence in teaching. CTLS assisted with the submission of three dossiers for the 3M Teaching Awards. Unfortunately none of the nominees were successful on this occasion. Specific feedback from the 3M reviewers will be discussed openly and honestly with all concerned before resubmitting. Since it takes considerable time to prepare a 3M dossier, the President's Recognition for Teaching Excellence Award has been reconceptualised to bring it more in line with the 3M criteria in order to help facilitate Concordia teaching award winners wishing to apply in the future.

Goals for 2008-2009:

- Create a section on the new CTLS website to celebrate all teaching award winners across the University.
- Encourage the 3M nominees from last year to seek feedback from the reviewers and resubmit their dossiers.
- Draft a template for preparing a professional and reflective teaching dossier.

9 Collaborative Projects

9.1 The Clicker project

Remaining McConnell seed funding was the subject of debate at a recent meeting of the CTLS Advisory Committee. A vision emerged for members of the committee to engage in collaborative research geared towards documenting the impact of technology innovations on classroom teaching and the learning experience of students. The first project is focused on "clicker" technology (hand-held devices given to students so they can individually respond to questions during lectures). The CTLS has purchased 100 clicker devices.

A professor in the Finance Department (and alumni of the CTLS Course Design Workshop) volunteered to participate in a pilot study in the 2008 Winter term. The purpose of this study is to evaluate systematically the impact of clickers on student perceptions of learning (including satisfaction) and instructor variations in using this new technology. Sixty-four students consented to participate.

Preliminary analysis of the data collected is very positive. For example, 98% of students felt that overall the clicker technology contributed to their learning in the course; 92% of students agree or strongly agree that clickers are an efficient way to practice fundamental concepts; 91% would prefer learning with clickers; and 90% say that clickers assisted them in problem-solving and thinking critically. A presentation on the pilot study is being made by Dr. Danielle Morin at the 2008 EDiNEB Conference on Advances in Business Education and Training in Spain. Professors from other disciplines have agreed to participate in further studies before the CTLS makes its recommendations to IITS regarding the acquisition of the clicker technology for university-wide use by faculty.

9.2 MATH 212

The CTLS Instructional Developer has been involved in documenting on video the re-design of a new interdisciplinary math course that aims to advance the understanding of math for non-math students. Math 212, *The Fascinating World of Numbers*, is led by a senior professor in the Department of Math and Statistics and includes the teaching support of a part-time faculty member from the Departments of English and Theatre.

9.3 Sustainability

Following the sustainability seminars held by Dr. David Selby in February, the CTLS Teaching Consultant, Janette Barrington, has been involved in preliminary discussions on how Concordia can become a leader in sustainability. Janette has also been invited to participate in an ad-hoc committee on sustainability in the Department of Applied Human Sciences. In order to help broaden the Centre's knowledge of sustainability she will be attending a two-day workshop on sustainability across the curriculum in June 2008 offered by the American Association of Sustainability in Higher Education.

Goals for 2008-2009:

- Continue further pilot studies on the clicker technology with professors from different disciplines.
- Offer a workshop on clicker technology in the 2008-2009 workshop series that includes results from the pilot study and principles for writing higher-order multiple-choice questions.
- Include sustainability pedagogy in the 2008-2009 workshop series (e.g., problem-based learning).
- Embed sustainability learning outcomes in the 5-day Course Design Workshop.
- Continue to be actively involved in discussions on sustainability curriculum.

- Propose a curriculum development project for faculty from diverse fields across the university to learn about issues of sustainability.
- Revise the Concordia Service-Learning Proposal (see Appendix 4) in order to seek outside funding to implement and study sustainability pedagogy.

APPENDIX 1: CLTS Budget 2008-2009

UCTLS CTRE TEACH.LEARN.SERV.(CTLs) As at May 2008

Code	Title	YTD Total Activity	Annual Budget	Projection	Variance Budget vs Projection	
SALARIES AND WAGES						
60000	FACULTY - PERMANENT	-	-	-	-	
62000	PROFESSIONAL - PERMANENT	207,922	182,941	224,400	(41,459)	
62100	PROFESSIONAL - CONTRACT	-	-	-	-	
63000	OFFICE SUPPORT - PERMANENT	41,704	72,851	72,851	-	
63110	OFFICE SUPPORT - CASUAL	44,000	16,000	-	16,000	
67010	SETTLEMENTS - NON FACULTY	-	-	-	-	
68000	NON FACULTY SALARY ACRRUAL	-	8,291	-	8,291	
	Subtotal	293,626	280,083	297,251	(17,168)	(17,168)
BENEFITS						
69000	BENEFITS - PERMANENT	57,219	55,942	65,330	(9,388)	
69110	BENEFITS - CASUAL	5,589	2,730	5,720	(2,990)	
	Subtotal	62,808	58,672	71,050	(12,378)	(12,378)
DIRECT EXPENDITURES - INDIVIDUALS						
7010	VISITING LECTURERS	-	850	-	850	
704LT	TRAVEL - TRANSPORT	-	2,000	-	2,000	
704ME	TRAVEL - MEALS	-	30	-	30	
7060	CONFERENCES	-	2,850	3,000	(150)	
706KM	CONFERENCES - P/D MILEAGE	301	-	350	(350)	
706TH	CONFERENCES - OTHER	48	-	50	(50)	
7070	PROMOTIONAL AND INT. MEETING EXP.	-	2,535	50	2,485	
707ME	PRM AND INT. MEETING - MEALS	4,486	-	4,500	(4,500)	
707TH	PRM AND INT. MEETING - OTHER	242	-	300	(300)	
708HR	VIS. COLLABORATORS - HONORARIUM	-	765	-	765	
71030	CONSULTANT FEES	9,548	-	10,000	(10,000)	
71080	OTHER PROFESSIONAL FEES	20,000	35,000	10,000	25,000	
	Subtotal	34,625	44,030	28,250	15,780	15,780
SUPPLIES AND SERVICES						
72000	STATIONERY AND OFFICE SUPPLIES	2,172	3,690	2,500	1,190	
72035	COMPUTER SUPPLIES	945	225	1,000	(775)	
72060	LABELS	-	50	-	50	
72070	CONVENIENCE SUPPLIES	547	510	500	10	
72220	CARPENTRY SUPPLY BILLABLE	193	300	200	100	
72221	LOCKSMITH SUPPLY BILLABLE	-	100	-	100	
72230	PAINTING SUPPLY BILLABLE	-	100	-	100	
72242	CLEANING PRODUCTS	-	50	-	50	
72261	MOVES	-	100	50	50	
72300	BOOKS	403	1,100	500	600	
72310	MAGAZINE/PERIODICAL SUBS.	386	675	500	175	
72320	NEWSPAPER SUBSCRIPTION	-	800	-	800	
73010	COURIER	28	150	50	100	
73020	CANADIAN POSTAGE	394	150	400	(250)	
73021	FOREIGN POSTAGE	4	-	2	(2)	
73100	PRINTING INTERNAL	1,139	16,275	2,000	14,275	
73110	PRINTING EXTERNAL	10,126	3,285	10,000	(6,715)	
73120	PHOTOCOPIER CHARGES	2,876	1,100	3,000	(1,900)	
73300	LOCAL TELEPHONE - RENTAL	975	400	1,000	(600)	

Code	Title	YTD Total Activity	Annual Budget	Projection	Variance Budget vs Projection	
73310	LOCAL TELEPHONE - SERVICE	-	300		300	
7340	TELECOMM - LONG DISTANCE	47	50	50	-	
73410	LONG DISTANCE - DIRECT DIST. DIAL	157	40	200	(160)	
73500	FAX LINE CHARGES	310	-	300	(300)	
73520	COMPUTER TIME RENTAL	-	200		200	
73852	EQUIPMENT RENTAL	1,292	50	1,300	(1,250)	
73941	COST OF SALES - FOOD	-	-		-	
74300	MAINTENANCE - SERVICE	-	100		100	
74500	LICENSES & SUPPORT	-	150		150	
	Subtotal	21,994	29,950	23,552	6,398	6,398
CAPITAL EXPENDITURES						
78000	COMPUTER EQUIPMENT	1,539	600	2,000	(1,400)	
78030	OFFICE FURNITURE	317	500	1,000	(500)	
78035	EQUIPMENT OTHER	-	-		-	
78200	DESKTOP SOFTWARE PURCH	268	3,134	1,000	2,134	
	Subtotal	2,124	4,234	4,000	234	234
OPERATING COSTS						
79900	BUDGET REDUCTION (BUDGET ONLY)	-	-		-	
	Subtotal	-	-	-	-	-
TRANSFERS						
81000	INTRAFUND TRANSFER - RECEIVED	(26,000)	(45,000)	(22,000)	(23,000)	
	Subtotal	(26,000)	(45,000)	(22,000)	(23,000)	(23,000)
	Total Expenses	415,177	416,969	424,103	(7,134)	(7,134)
	Total Revenues Less Expenses	389,177	371,969	402,103	(30,134)	(30,134)

EXPLANATION OF VARIANCES:

6200 We were permitted to hire a full time permanent Instructional Developer but were not given the full funds for his salary as we were waiting for the course evaluation part of the office to close

6311 Office Manager changed positions and we paid someone on time sheets using this category

71080 Includes costs of typing offset by intrafund transfer received contingent upon amount of typing required

81000 Since course evaluation went on line we only charged departments for the typing of CUPFA course evaluations, if CUPFA persists we will charge Departments accordingly, if CUPFA on-line, no amount here

APPENDIX 2: New Space Proposal

Centre for Teaching and Learning Services

Proposal for New Space

Space—whether physical or virtual—can have an impact on learning. It can bring people together; it can encourage exploration, collaboration, and discussion.¹

Concordia University is respected internationally for scholarly research and practical expertise, but we are known first and foremost for our commitment to teaching. Collaborating and communicating on teaching, making intentional pedagogical decisions that help students learn better, and using technology meaningfully, are all indicators of such a commitment. But what does it mean to learn better in today's world? Faculty need a dedicated space for exploring this question and many other questions that have yet to be asked in an interdisciplinary pursuit of teaching excellence and innovation.

What is the mandate of CTLS?

The Centre for Teaching and Learning Services (CTLS) is a centralized service established over 30 years ago to provide support for full-time and part-time faculty at any stage of their teaching career. Under the direction of Dr. Danielle Morin, the Vice-Provost, Academic Programs, the CTLS mandate is to assume a proactive role in fostering a culture of teaching excellence at Concordia with the goal of enhancing the quality of student learning. Dr. Morin's vision is for the CTLS to be more visible in the University, more scholarly, and for CTLS programming to be highly collaborative and not perceived as remedial. Her first initiative was to partner with McGraw-Hill Ryerson to host a National Conference on the *Spirit of Inquiry* at Concordia in May 2007. Attracting a record number of proposals, the conference provided a forum where teaching, learning and technology could be discussed and exciting experiences shared. Since then she has initiated a collaborative research project on the impact of technology on teaching and learning with members of the CTLS Advisory Committee. The purpose of this proposal for new space is to bring together pedagogy, technology, and research to further ensure learner success.

What would happen in the new CTLS space?

Inspired by the Computer Cluster and Cyber-café at the University of Chicago and the Center for Teaching and Learning at St. Lawrence University (described in chapters 34 and 40 of the online book *Learning Spaces* referenced in the footnote), the new CTLS facilities would integrate seven different spaces similar to the sample floor plan in Figure 1:

- Collaboration area
- Cyber-café
- Seminar room
- Training lab/conference room
- Faculty project lab
- Visualization classroom
- Office space

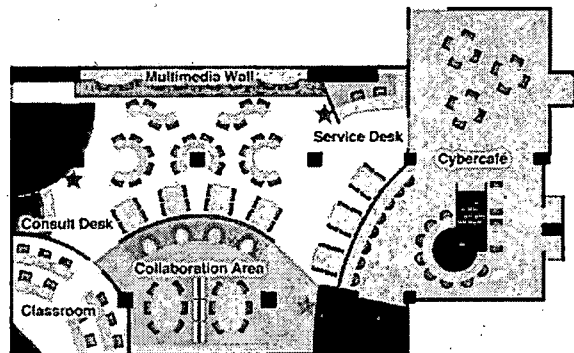


Figure 1: Sample Floor Plan based on the USITE/Crerar Model, University of Chicago

¹ Oblinger, D.G. (2006). *Learning Spaces*. [Available online <http://www.educause.edu/LearningSpaces/10569>]



Figure 2: Collaborative area with movable whiteboards, University of Chicago



Figure 3: Restaurant-style collaboration booths, University of Chicago

The **Collaboration Area** and **Cyber-café** would be a space for faculty and their graduate students to use for conversing and informal meetings. Faculty would have access to this area during specified times. The collaborative area would be semi-enclosed with movable whiteboards (see Figure 2). Restaurant style collaboration booths would allow 2-3 people to work together around a single computer monitor (see Figure 3). The Cyber-café would be equipped with web stations, wifi access, lounge seating and a shop that sells drinks and snacks (see Figure 4). A kitchen area is envisioned to enable the easy offering of refreshments and catered events. This space would also be used for formal presentations and meetings as well as larger social gatherings.



Figure 4: Cyber-café and Web Stations, University of Chicago



Figure 5: Seminar room with projection screens

The **Seminar Room** would comfortably seat a small group and include a SmartBoard, whiteboard, ceiling-mounted data/video projector with laptop docking station, and VHS player (see Figure 5). This space would be used for pedagogy-technology workshops, for example; on using tablet PCs and “clicker” technology. Workshops for groups larger than eight would use this space. Laptops would be easily deployed. The seminar room could be used for any staff development event, with preference given to CTLs events.

The **Training Lab/Conference Room** would mimic a standard smart classroom, equipped with a SmartBoard, whiteboard, ceiling-mounted data/video projector with laptop docking station, VHS player and Internet access. A small conference table would be hardwired for eight laptops. Laptops would be stored securely in a steel cabinet. (A sample floor plan is provided in Figure 6).

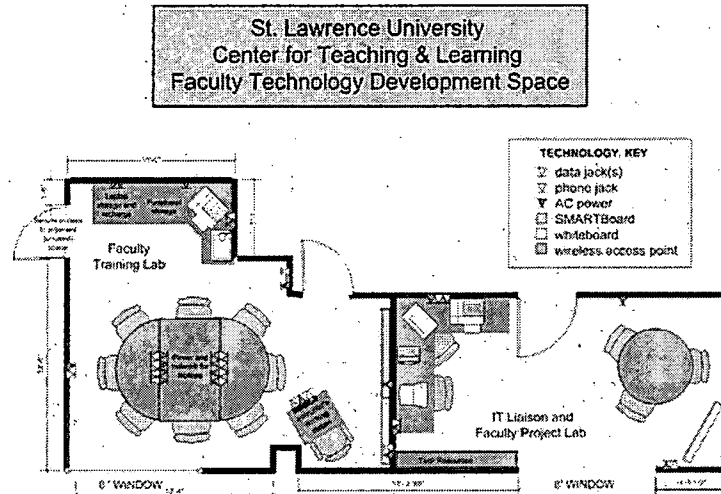


Figure 6: Sample Floor Plan of Training Lab/Conference Room and Faculty Project Lab

The **Faculty Project Lab** would include a digital media production workstation to support faculty in the research and development of blended learning and e-learning solutions, content and teaching materials. The lab would feature a high-end computer, a variety of software (Adobe Photoshop, Adobe Acrobat Professional, Macromedia Flash, QuickTime Pro, Camtasia, etc.), and peripherals not available in faculty departments (digital camera, video recorder, scanner, colour printer, etc.). The workstation would be robust enough to manage a range of processor intensive tasks including video editing/rendering and 2D and 3D graphics work. Faculty would have access to the project lab through an ID card system. The Faculty Project lab would also be used by the CTLS for video production of best practices in teaching and the use of technology. Both labs would be used for small group meetings or breakout rooms during workshops.

The **Visualization Classroom** would be a 30-50 seater high-tech model classroom (see Figure 7). It would include an instructor's podium, a SmartBoard, whiteboard, ceiling-mounted data/video projector with laptop docking station, a VHS player, a camera that automatically focuses on the current speaker, a TV camera to focus on discussion groups, and video-conferencing technology. Workshops for larger groups would use this space. Faculty from across the University would be able to book the classroom for an entire semester to experiment with new ways of teaching with technology.



Figure 7: Visualization Classroom, University of Chicago

CTLS Office Space would comprise an office for the director, office support staff, and two professionals, as well as space for a library of books. A special collection of books on teaching and learning in higher education would be available for reading on the premises or on loan.

Examples of collaborative projects

A further goal of the new CTLS space is to encourage a more scholarly approach to integrating technology. An interdisciplinary pilot project is presently underway to investigate the impact of "clicker" technology on teaching practices and the development of higher order thinking skills. (Clickers are handheld devices given to students so they can individually respond to a question within a lecture. Through wireless transmission and special software the professor can graphically display student responses within a PowerPoint presentation. If only a small percentage of students get the right answer, then the professor knows to review the content. Students also get instant feedback on their learning in class time.) Students will be surveyed to find out their perceptions on what is good and bad about learning with this new technology (including PowerPoint). Lessons learned would be disseminated throughout the University and at scholarly conferences.

The collaborative format of the general education mathematics course Math 212 is another example of an interdisciplinary experiment that could be developed and promoted in the Visualization Classroom. The problem in advancing numeracy skills is designing accessible, relevant, and enjoyable courses for students who at some time in their education have been turned off mathematics. How can we open students' minds to the fascinating world of numbers and the powerful tools and possibilities associated with them? How can we change student perceptions to illuminate the need for numeracy skills in their professional and everyday lives so they can be more responsible citizens? The goal of this collaborative research is to study the impact of different approaches to teaching and learning mathematics on student perceptions and performance, and to share common challenges, content, and resources. Developed and assessed through this research will be a new interdisciplinary approach to teaching numeracy skills to non-math students which will be generalizable to many other disciplines at Concordia and elsewhere.

What will make the space successful?

Each area within the new space would serve multiple purposes and users. We believe our best neighbors are the Concordia University Libraries on the downtown campus because they too are re-visioning their use of space. No longer is the library a place for whispered conversations and a no-food policy. The new concept of library space includes the appeal of an Internet café where students can interact with refreshments. Faculty would have a similar opportunity to access library resources with the CTLS Collaborative Area and Cyber-café in close proximity. The Libraries would also benefit in sharing the Seminar Room, the Training Lab and Project Lab and the Visualization Classroom in their ongoing staff development efforts to promote academic integrity. Other potential users of the new space are the School of Graduate Studies, Sustainable Concordia, and the Institute of Management and Community Development. They too are looking for new space to encourage faculty exploration, collaboration, and discussion. In each case the focus of the CTLS space on interdisciplinary course design and teaching offers a unique appeal. The staff in IITS who provide support for faculty would also be potential neighbours.

What is unique or noteworthy about this proposal for new space?

The main premise behind this proposal is that when faculty are valued through a new space design then they will value what takes place in that space and the resources available there. The new space design is also based on what is known about how faculty learn best on issues related to teaching, learning, and technology. It would be the only space on campus where faculty from the full range of academic disciplines could routinely interact in the pursuit of innovation and teaching excellence. Also noteworthy is the manner in which this new space aligns with Concordia's values for innovation and interdisciplinary approaches to learning. Another critical aspect of the CTLS proposal for new space will be to consult university-wide with faculty and staff via focus groups about the design before space allocations and renovations occur.

APPENDIX 3: 2007-2008 Workshop Series

CTLS Workshop Schedule 2007-2008

Workshop	Date	Time	Instructor	Partici- pants
Planning Your First Day Of Class	Wednesday, Aug, 22, 2007	10h00- 12h00	Dr. Janette Barrington, Teaching Consultant, CTLS	6
The first day of class is probably the most important day of the course. It is the time when the climate for the course is established and expectations for the term are set. In this workshop, we will examine alternative ways to begin a course and promote classroom discussion and student questioning. Guidelines for preparing an effective course syllabus will also be presented.				
Getting Started With Your Teaching Dossier	Wednesday, Aug, 22, 2007	14h00-16h00	Dr. Janette Barrington, Teaching Consultant, CTLS	4
The teaching dossier is one means of recording your teaching accomplishments and articulating your philosophy of teaching. It can be used for professional improvement and is required as part of any performance review. This workshop will help you to develop your own teaching dossier and to examine some of the issues and concerns in preparing and reviewing dossiers.				
Authentic Strategies for Educating Thinkers	Friday, Sept. 28, 2007	9h00 -12h00	Dr. Rosemary Reilly Assistant Professor, Applied Human Science	10
This workshop will give you the tools to ensure that your teaching promotes student learning through intellectual reflection. Become skilled in the process for educating thinkers by knowing how to ask the right questions and how to use a conditional teaching style that challenges students existing ideas while providing support through discursive feedback. This workshop will provide concrete techniques to advance student engagement with course content by promoting expert thinking skills regardless of the domain. Discover how to tap into student's ways of thinking in order to promote greater creativity, reflection, flexibility, solution generating processes, and novel perspectives.				

Creating Classroom Climates That Motivate And Engage Students	Friday, Oct, 26, 2008	9h30 – 16h30	Dr. Rosemary Reilly Assistant Professor, Applied Human Science	23
This workshop is designed to help instructors understand how learning happens in the context of social interaction, and how to make teaching relevant to students. By creating an awareness of lived values in the classroom, participants can discover real strategies for creating effective and motivating learning environments where students engage in content. Learn how to create a meaningful, challenging, supportive learning community in the classroom that empowers students through social creativity, group learning, controversy and skilled questioning.				
Exploring Online Tools for Teaching	Monday, Nov, 12, 2007	9h30 – 12h00	Mr. Alexandre Enkerli Part-Time Instructor Sociology & Anthropology	8
Do you feel overwhelmed with Internet use by students and colleagues? Are you wondering what can be done with online systems like Moodle and Facebook? Fast-paced changes in online technologies accompany important changes in the way we think about teaching. This workshop is designed as an exploration of the potential uses of online tools inside and outside the classroom. A presentation based on diverse experiences with using online tools in learning contexts will be followed by a round-table discussion on some of the issues related to technology in education.				
Google, Wikipedia and the Library	Friday, Nov. 30 2007	12h30 -14h00	Patrick Labelle, Instruction Librarian Library	5
Students are computer savvy, but are they information savvy? Although Google and Wikipedia facilitate access to knowledge, they also tend to blur the boundaries between reliable and questionable content. This workshop focuses on the role, value and place of the "library assignment" in undergraduate education. It is possible to adopt innovative approaches that motivate students to critically conduct research that includes, but also goes beyond.				
Understanding Generation Me	Wednesday, Dec 12, 2007	12h30 – 14h00	Marc Leger, M.Ed., c.o., Counsellor, Counselling and Development	11
In Dr. J. Twenge's recent study entitled, "Generation Me", she describes a cohort that is increasingly demanding, assertive and entitled. This workshop session will focus on how these dynamics play out in a classroom environment and what professors can do to respond to the unique challenges these students present.				

Challenges in Teaching Courses with Real-World Group Projects: lessons learned	Friday, Jan 25, 2008	12h30 -14h00	Meral Buyukkurt, Associate Professor JMSB	7
While the undeniable learning advantages of real-world projects entice professors to incorporate them into their courses, the challenges they create demand substantial commitment. Management of multiple groups each working with a different client/company and experiencing unique group dynamics demands greater time and energy of the professor than a typical course. This presentation will first identify the challenges professors and students encounter while engaged in real-world consulting projects. Secondly, solutions and tools developed to manage these challenges while teaching such a course in information systems analysis for the last twenty years will be presented in detail.				
Fostering Academic Integrity with RefWorks	Friday, Feb. 8, 2008	12h30 -14h00	Patrick Labelle, Instruction Librarian, Library	5
RefWorks enables students and faculty members to manage, store and organize references found through searches in CLUES, databases and e-journals. It also facilitates the process of preparing bibliographies and a plug-in for Word can be used to insert citations within assignments or articles. This tool makes it easier to acknowledge sources and, consequently, fosters academic integrity. This hands-on workshop introduces some of RefWorks' basic features.				
Teach More Effectively and Spend Less Time Doing It	Fri. March 7, 2008	12h30 -14h00	Dr. Virginia Nixon, Lecturer, Liberal Arts College / Dept. of Art History	9
This presentation workshop primarily addresses people who teach in the humanities in small (under 30) to medium sized (90) classes. Participants should leave with a list of concrete, easy-to-apply strategies that will improve student learning and reduce teacher marking time. The specific strategies arise out of a set of the following principles: a) There's no concept, method or theory that can't be summarized in a diagram or narrative plot. b) Students find content easier to follow when it's presented as part of a larger argument than when it is presented alone. c) Careful analysis of a paragraph or sentence from a secondary or primary source can be more useful than a general discussion of a whole text. d) Short assignments can be more effective in teaching students how to research and write than long ones. e) Teachers shouldn't do work students can do. f) First-year students can do original research.				